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Diplomacy Syllabi

School of Diplomacy and International Relations

Spring 2018

Institutions of Global Governance

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Institutions of Global Governance
DIPL 2109 AA
Seton Hall School of Diplomacy
Spring 2018

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce students to the process and difficulties of managing global problems through different forms of global governance. Although for the past few centuries, nation-states have been and continue to be the major actors in world politics, alternative actors—including inter-governmental, non-governmental organizations, transnational social movements, and, in some instances, private corporations—have emerged to address problems that nation-states either cannot or will not. In some instances, these newer international institutions have been created directly to counter the enormous power of nation-states themselves. Two critical questions will underlie our discussions in this course: First, to what extent are existing institutions of global governance well-suited to tackling global problems? Second, are these institutions, including nation-states, responsive and accountable to the world's citizens?

To investigate these questions, and to gain a better understanding of the role that institutions of global governance play in addressing global problems, we begin the course by reviewing the evolution of global institutions and the theories that underlie the role they play to provide order in international relations. We then turn our focus to four major global problem areas: international security threats; economic globalization and economic security; human rights; and the global environment. All are problems that extend beyond national borders, and require some type of collective, coordinated response.

If the course succeeds, you should gain a better understanding of the context, scope, and complexity of some of the most critical problems facing all of us in the 21st century. You should also be able to identify and assess critically the types of institutional channels through which these problems are being addressed, and to think analytically about the varying perspectives that different international actors bring to every problem. Finally, by the end of the course, you should be familiar with the scholarly debates and dilemmas surrounding the three major problem areas highlighted in the course.

COURSE MATERIALS

There are two required texts for the course.

Required Texts:

Karen A. Mingst, Margaret P. Karns and Alynna Lyon, The United Nations in the Twenty-First Century, 4th ed. (Boulder, CO: Westview Press, 2016). 4th edition.

Paul F. Diehl and Brian Frederking, ed., The Politics Global Governance: International Organizations in an Interdependent World, (Lynne Reinner: London, 2015), 5th edition.

Additional required readings will be posted electronically on Blackboard, or linked (with hypertext) on the syllabus.

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COURSE REQUIREMENTS

1. Class Participation and Attendance (15%)
2. Global Governance in the News: Two assignments (10% each, 20% total)
3. Two (3-4 page, 750-1000 word) papers (15% each, 30% total)
4. Midterm multiple choice in-class quiz (15 minutes) (10%)
5. In-Class Essay and Multiple Choice exam last day of class (25%)

ASSIGNMENTS

1. **Attendance and participation (15%).** Class meets twice a week for 75 minutes. It's important that you attend every class, AND come prepared to participate. Two or more unexcused absences from class will adversely affect your final grade. Consistent lateness to class will also adversely affect your final grade. If you do miss a class, it is your responsibility to find out what you missed, including any added assignments or changes in the reading assignment. Coming to class prepared means keeping up with assigned readings. Remember: you don't have to understand everything you read. But you must take an effort to grapple with ideas and concepts in the readings. Putting in this effort is the ONLY way to learn. Please be on time to class, and silence electronic devices (see electronics policy below).
2. **Global Governance in the News (2 x 10%, 20% total).** For the duration of this course (and, ideally, beyond!) you will be responsible for keeping up with global governance in the news. Students will work in groups of three for this assignment. You will be assigned your groups during the second week of classes. Each group will work together, two times during the semester on dates designated on the syllabus, to present a current event, of their

choosing, in which the UN or other international organization is featured. Assignment details are posted on Blackboard under the “Assignments” tab.

3. **Two Semester Papers (2 x 15%, total 30%)**. Prepare 2 papers of three to four pages in length. On the dues dates of each paper, you should be prepared to briefly discuss your papers with the class. Assignment details are described at end of the syllabus, and posted on Blackboard under the “Assignments” tab.

Topics and due dates:

1. **Introduction to an IGO**: Due Tues., Feb. 6.

2. **The UN in 2040**: Due Tues., May 1.

NO LATE PAPERS will be accepted.

4. **Multiple Choice Quiz (10%)**. On Thurs., Mar. 1, the day before spring break, there will be 15-minute multiple choice quiz on key concepts in global governance that are covered in the first half of the semester.

5. **In-Class Writing and Multiple Choice Questions (25%)**: The final assignment for the course will be an in-class essay that you will write in response to one question (out of a set of questions distributed in the class prior to the exam) that asks you to think analytically about process of global governance. To prepare, you will write drafts or take notes on the set of questions at home, using in-class readings for support, and use this draft or your notes to write your essays during class time. You will not know which of the questions you will be asked to write on during class time. The multiple-choice questions will cover basic information about IOs and global governance that anyone taking this course should know by the end of the term. The in-class assignment will take place on May 3, the second to last day of class.

COURSE SCHEDULE AND READING ASSIGNMENTS

I. INTRODUCTION AND OVERVIEW

1. **What is Global Governance?** Thurs., Jan. 18.
2. **IO in Historical and Theoretical Context**, Tues., Jan. 23.
 - *Mingst and Karns, chapter 1.
 - *Global Governance, Introduction.
3. **What are IGOs and What Purpose do they Serve?**, Thurs., Jan. 25.
 - *Thomas J. Volgy, et al., “Identifying Formal Intergovernmental Organizations,” Global Governance, ch. 2.
 - *Kenneth W. Abbott and Duncan Snidal, “Why States Act Through Formal International Organizations,” Global Governance, ch. 3.

4. **Evolution of the UN System and Actors in World Politics: States, IGOS, and INGOs**, Tues., Jan. 30.
 - *Mingst and Karns, chapter 2, pp. 21-55 (until: "The Secretariat".)
 - *UN Charter, Preamble, Articles 1 and 2 (Mingst and Karns, pp. 348-349).
 - **GG in the News (1)
5. **Decisionmaking and The UN Security Council**, Thurs., Feb. 1
 - *Mingst and Karns, chapter 2, pp. 55-67.
 - *Global Governance, Introduction to Part 2, chapter 4.
 - *Ian Hurd, "Myths of Membership: The Politics of Legitimation in UN Security Council Reform," Global Governance, ch. 4.
 - **GG in the News (2)
6. **State Actors in the UN System**, Tues., Feb. 6
 - *Mingst and Karns, chapter 3, pp. 71-99.
 - ***Paper #1 Due**: Introduction to an IGO
7. **Non-State Actors in the UN System**, Thurs., Feb. 8
 - *Mingst and Karns, chapter 3, pp. 99-107.
 - *Margaret E. Keck and Kathryn Sikkink, "Transnational Activist Networks," Global Governance, p. 85
 - **GG in the News (3)

II. ADDRESSING THREATS TO INTERNATIONAL SECURITY

8. **What is Collective Security? Can it Work?**, Tues., Feb. 13
 - *Mingst and Karns, chapter 4, pp. 111-131.
 - *UN Charter, Chapter VI and VII, <http://www.un.org/aboutun/charter/>
 - *UN.org: <http://www.un.org/en/sections/what-we-do/maintain-international-peace-and-security/index.html>
 - *GG in the News (4)
9. **UN Peacekeeping**, Thurs., Feb. 15
 - *Mingst and Karns, 131-150, (until "The UN and Statebuilding").
 - *Global Governance, Introduction to Part 3, pp. 105-108.
 - *UN Peacekeeping Missions, <http://www.un.org/Depts/dpko/dpko/bnote010101.pdf>
 - **GG in the News (5)
10. **UN Peacekeeping**, Tues., Feb. 20
 - *Mingst and Karns, pp. 150-159 (until "Humanitarian Intervention")
 - *Alexandru Balas, et al, "Demanding Peace: The Impact of Prevailing Conflict on the Shift from Peacekeeping to Peacebuilding," Global Governance, ch. 6, pp. 109-133.
 - **GG in the News (6)

11. **The Responsibility to Protect**, Thurs., Feb. 22
*Mingst and Karns, pp. 159-167 (until “Arms Control...)
*Christopher Joyner, “The Responsibility to Protect”: Humanitarian Concern and the Lawfulness of Armed Intervention,” Global Governance, ch. 7, pp. 135-153
**GG in the News (7)
12. **Managing Other Types of Security Threats**, Tues., Feb. 27
*Mingst and Karns, pp. 167-183
*Peter Wallensteen and Helena Grusell, “Targeting the Right Targets? The UN Use of Individual Sanctions,” Global Governance, ch. 8.
**GG in the News (8)
13. **Debating the Efficacy and Future of UN Peacekeeping Operations**, Thurs., Mar. 1
*Multiple choice in-class quiz (15 minutes)
Film: “Are UN Peacekeeping Operations in Trouble?”

SPRING BREAK

III. MANAGING THE GLOBAL ECONOMY

14. **Major Actors in the Global Economy**, Tues., Mar. 13
*Mingst and Karns, chapter 5, pp. 191-209 (until, “The UN and Evolving Ideas...).
*Global Governance, Introduction to Part 4.
**GG in the News (9)
15. **What is Sustainable Development?**, Thur., Mar. 15
*Mingst and Karns, chapter 5, pp. 209-223 top.
**Sakiki Fukuda-Parr and David Hulme, “International Norm Dynamics and the ‘End of Poverty’: Understanding the Millennium Development Goals,” Global Governance, ch. 10.
*UN.org <http://www.un.org/en/sections/what-we-do/promote-sustainable-development/index.html>
**GG in the News (10)
16. **The World Trade Organization**, Tues., Mar. 20
*Mingst and Karns, pp. 223-231
*Kennan J. Castel-Fodor, “Providing a Release Valve: The US-China Experience with the WTO Dispute Settlement System,” Global Governance, ch. 12.
**GG in the News (1)
17. **The European Union**, Thur., Mar. 22
*Wallace J. Thies, “Is the EU Collapsing?,” Global Governance, ch. 15.

*The EU.pdf (overview) on Blackboard

**GG in the News (2)

IV. HUMAN RIGHTS AND HUMANITARIANISM

18. What are Human Rights? Tues., Mar. 27

*Mingst and Karns, ch. 6, pp. 235-to p 257.

**The Universal Declaration of Human Rights*, (google it!)

*UN.org <http://www.un.org/en/sections/what-we-do/protect-human-rights/index.html>

**Global Governance*, Introduction to Part 5, pp. 299-301

**GG in the News (3)

No Class Thursday, Mar. 29

19. Enforcing Human Rights, Tues., Apr. 3

*Mingst and Karns, ch. 6, pp. 257-261 (until: "Case Studies...")

*Philip Alston and Colin Gillespie, "Global Human Rights Monitoring, New Technologies, and the Politics of Information," *Global Governance*, ch. 18.

**GG in the News (4)

20. Case Studies in Human Rights, Thurs., Apr. 5

*Mingst and Karns, ch. 6, pp. 261-270 (until: "Genocide...")

*Rashida Manjoo, "Trafficking of Women: Norms, Realities, and Challenges," *Global Governance*, ch. 19

**GG in the News (5)

21. International Criminal Law, Tues., Apr. 10.

*Mingst and Karns, chapter 6, pp. 270-285.

***Assignment:** Write down all the questions you have about the International Criminal Court that you would like answers to (at least 4, no more than 6).

**GG in the News (6)

22. The International Criminal Court, Thurs., Apr. 12.

*Rosa Aloisi, "A Tale of Two Institutions: The UN Security Council and the ICC," ch. 9.

*"Understanding the ICC," <https://www.icc-cpi.int/iccdocs/PIDS/publications/UICCEng.pdf>

***Assignment:** Find the answers to your questions.

**GG in the News (7)

V. THE GLOBAL ENVIRONMENT

23. Protecting the Environment: Evolution of Global Environmental Institutions?, Tues., Apr. 17

*Mingst and Karns, ch. 7, pp. 291-305

**GG in the News (8)

24. Understanding Climate Change, Thurs., Apr. 19

Film: *An Inconvenient Truth* (1:36:35)

*Karen Florini, "Innovations in Global Climate Governance," in The Council on Foreign Relations, *Innovations in Global Governance*, pp. 39-44, (document on Blackboard.)

25. Understanding Climate Change: How to Manage the Problem of Climate Change, Tues., Apr. 24

Conclusion: *An Inconvenient Truth*

*Jessica F. Green, "Order out of Chaos: Public and Private Rules for Managing Carbon," ch. 17

**GG in the News (9)

26. Climate Change as a Force for Innovation in Global Governance Thurs., Apr. 26

*Robert C. Orr, "The New Climate Governance Paradigm," in The Council on Foreign Relations, *Innovations in Global Governance*, pp. 39-44, (document on Blackboard.)

**GG in the News (10)

VI. CONCLUSIONS

27. Is the UN Worth it? A Future for the UN?, Tues., May 1

*Mingst and Karns, Chapter 8.

*Edward C. Luck, "Reforming the United Nations: Lessons from a History of Progress," *Global Governance*, ch. 20.

*Exam essay questions distributed.

***Paper #2 Due:** The UN in 2040.

28. Exam Day: In-Class Writing Assignment and 10 multiple-choice questions, Thurs., May 3

*15 minutes for MC; 60 minutes of writing.

29. Conclusions: Global Governance in the 21st Century? Tues., May 8

*Wrap Up/Reflection.

PAPER ASSIGNMENTS

You have two papers to produce:

1st paper **Introduction to an IGO**

2nd paper **The UN in 2040.**

EACH should be **3 (and no more than 4) pages, double-spaced, 12 point font** - no more, no less, with regular margins – PLUS a “Reference” page.

EACH should make **clear** use of course material – readings, class lectures and discussion, and relevant web sites.

EACH should have **a catchy title** that **starts** with the above topic, **and** then adds something more. For example:

“Introduction to an IGO – NATO and the Search for Relevance in the 21st Century”

“The UN in 2040 – Going, Going, Gone....”

EACH reference page should list material you used. You should use official web sites (cited properly, not just a URL); at least one news stories; and course readings. **I’m not expecting an extensive bibliography, but I do want at least three sources, with proper citations.**

FIRST PAPER

Intro to an IGO

Due Tue. Feb 6

Pick an IGO (other than the UN) that interests you. Make sure your selection is an IGO (not an INGO).

Introduce the reader to your IGO.

1. Consider:

- a. global or regional?
- b. members? (Which nation-states? Why these?)
- c. general or specific purpose?
- d. what purpose? (economic, financial, security, cultural, political, humanitarian)?
- e. voting procedures? (majority rule? weighted voting?)
- e. anything special or important to add?

2. Assess its effectiveness: Does it do its job and how well? On what criteria are you basing this evaluation?

3. Discuss its future: Is this organization likely to be around in 20 years? Will it take on new issues? Has it had to change its mission over the years? Might it have to?

SECOND PAPER

The UN in 2040

Due Tue. May 1

This one is really open-ended. It is your opportunity to look into the future -- ***your*** future – and think about what the world will look like in about 25 years through the perspective of the UN. Some questions to get you thinking about the future:

What critical problems will the world community be facing and how will it be addressing them? What role, if any, will the UN be playing in world politics? Will the world be more or less peaceful than it is today? Will there be a world government? Will there be more regional international organizations? Will there be more women in positions of power? Will globalization have lessened inequality between the world's haves and have-nots, or will it have exacerbated inequality? Will the U.S. be the world's hegemon, or will some other nation-state? Will nation-states be as important as they are today, or less important? Will there be more or fewer democracies in the world? If the UN continues to exist, what structural changes will have taken place?

Be speculative, be serious, be bold! Be sure to cite at least **THREE** credible sources which shaped your conclusions.

Criteria for evaluating class papers

NO page-long paragraphs.

A paper:

Good, clear, complete description of the problem or issue;
Good, clear arguments, each supported by evidence, with plausible examples;
May offer unique arguments, evidence missed by others;
Clear use of concepts discussed in the course;
Clear presentation of solution;
Well organized;
Few errors in sentence structure, spelling, mechanics;
Good transitions;
Complete and informative reference page;
Proper citations.

B paper:

Adequate description of problem or issue;
Advances good arguments and tries to supply evidence, examples to back up each one;
Solution is clear, but not as strongly stated as an A paper;
Ambiguous use of course concepts;
Generally a good job: clearly written with few errors; adequate transitions
Reference page is adequate; adequate citations.

C paper:

Must have some description of the problem, and argument, evidence, and solution.
However, a C paper will have one or more of these problems:
Incomplete description of the problem or issue;
Failure to address the intended audience. I.e., assumes the reader knows too much about what's in the writer's mind or what the subject-matter is about;
Too much is left unstated, such as reasons, evidence, or discussion of scholarly ideas;
Weak use of course concepts;
Weak or unclear solution;
Arguments are made, but not clearly stated;
No evidence or examples offered in support of one or more arguments
Some problems with: articulating ideas, transitions, organization, spelling, mechanics;
Inadequate reference page;
inadequate - incomplete citations

D paper:

Doesn't describe the problem or issue
Weakly organized, poorly developed ideas, little or no supporting evidence - examples
Wandering writing;
Overly repetitive;
Too much quoting other sources;
No use of course concepts;
No evidence of having read or used reference sources;
Generally sloppy;
Too many typos, misspelled words, poor articulation, poor transitions;
Inaccurate data;
Data-dumping with no argument
No reference page.

F paper:

Didn't do the paper
Didn't do the paper as assigned
Plagiarism

